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AUTHOR Thomson, W. Scott
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ABSTRACT

Studies have found that the more familiar student teachers are with competency-based assessment measures and the more exposure they have to self-assessment and assessment by supervising teachers and professors, the more competent they will be in class. Programs that involve videotaping student teachers have been found to be effective assessment strategies. Various studies and programs have been conducted in which videotape recordings of teaching behaviors of student teachers are produced as part of a self-assessment or evaluation by other educators. In one example, student teachers videotaped themselves as they taught and then mailed the videotapes to a faculty supervisory team on a university campus; the team viewed the tapes and initiated conference calls to the student teachers and their cooperating teachers to provide feedback. In another study, students felt that optimum learning occurred when the student teacher and the supervisor viewed the tape together and discussed the evaluation in the context of the lesson being watched. One obstacle to program effectiveness may be the discomfort student teachers experience when learning to use new technology such as camcorders. The roles of the supervisor, the cooperating teacher, and the student teacher in utilizing videotaping as a supplemental supervisory tool are clarified. (JDD)

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USING VIDEOTAPE AS A SUPPLEMENT TO TRADITIONAL STUDENT TEACHER SUPERVISION

W. Scott Thomson, Ph. D.
East Carolina University

U.S. DEPARTMENT OF EDUCATION
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Using Videotape as a Supplement to Traditional Student Teacher Supervision

Most teachers will agree that the only experience more anxiety-ridden than the first presentation of a lesson as a student teacher is their first evaluation. Sweaty palms and a high voice often betray a nervous lack of confidence to the cooperating teacher and university supervisor whose searching eyes and certain pen marks seem to miss nothing. As the evaluation continues, the same thoughts flow through the poor student teacher's mind: "I know this lesson. Are they staring at me? What did I just say? Did he/she frown? What am I doing wrong?"

Rigorous teacher preparation programs and strict assessment measures ensure that competent students become competent professionals who understand educational goals and are dedicated to the pursuit of them. However, two questions arise as a result of this intensity: are the stress and anxiety associated with evaluation necessary, and, perhaps more importantly, are they either conducive to, or indicative of, good teaching?

In fact, it seems that just the opposite is true. One conclusion reached in a study of the success rate of beginning teachers attempting to demonstrate competence using the Georgia Teacher Performance Appraisal Instrument (TPAI) was that beginning teachers assessed with the TPAI during student teaching had a higher

success rate than those without this prior experience (Tanner and Ebers, 1985). Obviously, the more familiar students are with competency-based assessment measures and the more exposure the students have to both self-assessment and assessment by supervising teachers and professors, the more competent they will be in class and, by implication, the more able to successfully complete teacher training. It may also be inferred that the more well-trained teachers in the field, the higher the "pass rate" of these new teachers on teacher competency evaluations will be. However, familiarity with assessment language and measures is only a part of the solution. Self-assessment seems to be a key to creating better student teachers, and a program that advocates videotaping both students and student teachers has been found to be an effective assessment strategy (Koorland, Tuckman, Wallat, Long, Thomson, and Silverman, 1985).

Teacher Behaviors and Appraisal Systems

The concern for teacher quality has been the driving force behind the development of appraisal systems, and the rapid growth of technical expertise in the field of teacher evaluation has made it possible to implement programs which evaluate and make competency judgments on observable teacher behaviors. Like the Georgia TPAI, these appraisal systems use generally agreed upon language derived from the effective teaching literature that clearly describe observable teacher behaviors. Incorporating this language into syllabi, outlines, lectures, and presentations in methods courses, with references to research, can result in the preparation of beginning teachers who are better informed about both the evaluation

process and the standard performance required in public school systems. Once students have become familiar with assessment terminology, the next logical step in the assessment program should be the implementation of the terminology in real class situations that are videotaped for student self-assessment.

Pre-Service Assessment Using Observation and Videotaping

Recent research in the area of teacher evaluation supports the claim that education majors should learn to 'systematically observe, recognize, and practice effective teaching behaviors prior to their student teaching experiences. A study conducted at Elon College (NC) examined the reactions of 26 pre-service secondary education students to the use of videotape as an assessment tool to assist them in developing effective teaching behaviors as defined by the North Carolina Teacher Performance Appraisal Instrument (TPAI). These seniors were enrolled in *Methods and Materials of High School Teaching* during a fall semester. Students were observed formally by a content specialist from their field and were videotaped while teaching a sample lesson. Next, students viewed the videotape and rated the effectiveness of their teaching on the college teacher assessment instrument which was modeled after the North Carolina TPAI. The students then compared the result of their self-assessment with the content specialist's formal

observation. The disciplinary areas are represented in the following table.

Code	Discipline	Number
He	Health	1
E	English	2
Hs	History	6
M	Math	6
PE	Physical Education	11

At the end of the semester, students were asked to briefly, compare and contrast the effectiveness of 1) superior [supervisor] feedback and, 2) self-criticism using videotapes following an episode of practice teaching. Excerpts that reflect their feelings, keyed to each of the tabled disciplines, are as follows:

Postive responses

He I learned by seeing (so the videotape was very helpful).

E It allowed me to take the perspective of a student sitting in my class.

E It was unbiased and comprehensive.

M I caught things during the second or third viewing that I missed during the first viewing.

M Videotape allows for self-criticism, and you see repetitive errors.

M The actual order of events within the lesson and their effectiveness were clear on the videotape.

M It allowed me to defend my actions (to the evaluator).

M It allowed me to compare my supervisor's assessment to my actions.

Hs You catch all of the "little things" that the supervisor missed.

Hs (While viewing the tape) I caught some student misbehavior that I missed while I was teaching.

Hs It was a permanent record to be referred to during consultation.

Hs (When I watch the tape), I don't have to rely on someone else's criticism.

Hs It effectively augmented my supervisor's feedback.

Hs I came up with solutions to my problems while watching my videotape.

PE I saw for myself what I did wrong and what I did right.

PE It is like they say, "The camera doesn't lie!"

PE (Being videotaped) is like a formative test. It helped me to work on my diction and on my use of slang terms.

PE While watching the tape, my supervisor was able to point out to me some things that I did poorly that I had overlooked.

PE I was able to see more errors on the videotape than my supervisor had indicted in his/her evaluation of my teaching.

Negative responses

He It was nerve-wracking.

M I didn't like seeing myself on TV.

M It was a nightmare experience.

M Self-criticism is worse because you tend to concentrate on the negative.

Hs The first episode made me anxious.

PE The first videotape was a shock. I didn't know I looked like that.

As might be expected, videotaping the students provoked mixed reactions, some of which were negative. However, it should be noted that positive reactions outnumbered negative reactions by a ratio of three to one. While student response to the videotaping itself was mixed, all agreed on one point: neither the use of videotape nor conventional supervision was as effective as a combination of the two methods. The students' perceptions were that optimum learning occurred when the student and the supervisor viewed the tape together and discussed the evaluation in the context of the lesson being watched. Both exposure to the TPAI guidelines and the creation of an evaluation dialogue between student and supervisor smoothed the transition between classroom methods study and student teaching, resulting in better understanding of the evaluation process and a more positive attitude toward the student teaching experience.

Student Teaching Assessment Using Observation and Videotaping

A pilot evaluation of the PRE-ED Program (Performance Related Experiences for Educator Development) which included a number of innovative practices was conducted at Florida State University. Student teachers videotaped themselves as they taught in their host classrooms and then mailed the videotapes to a faculty supervisory team on the Florida State University campus. The tapes were systematically evaluated by the team using the Florida Performance Measurement System (FPMS). After viewing the tapes, the supervisory team initiated conference calls to the student teachers and their cooperating teachers during which feedback on effective and ineffective teaching behaviors was provided. After videotaping sample lessons and using the FPMS assessment instrument, student teachers participating in the PRE-ED program performed in a comparable, and in some cases a superior manner, to those student teachers receiving conventional supervision in a similar setting (Koorland, et al.,1985).

Implementing a Video Assessment Program

The only real obstacles to the implementation of a video assessment program as part of the evaluation process are: (1) the limitations of equipment and, (2) the teacher's willingness to take the necessary time to learn its use. Anderson, Major, and Mitchell (1990) quantified the extent to which videotaping equipment was available to teachers and student teachers and the degree to which videotaping is used as an instrument to help student teachers improve their teaching skills. They concluded that while the

availability of camcorders at schools is high (98.3%), teacher videotaping episodes (30.6%) and student teacher videotaping episodes (33.6%) were low.

This reluctance, in all probability, stems from the discomfort that some teachers experience when introducing new technology to class. To combat the discomfort, teachers can employ cooperative interaction in the use of videotaping as a helpful addition to the assessment program. The dialogue should be initiated by university supervisors.

Videotape Protocol

In order to best utilize videotaping as a supplemental supervisory tool, it becomes necessary to clarify the roles of the supervisor, the cooperating teacher, and the student teacher in the on-going process. Each member of the "team" has recognizably differentiated roles and responsibilities.

Supervisor:

1. Secure commitment from both the cooperating teacher and the student teacher to use videotape as a supplemental supervisory tool.
2. Assist the cooperating teacher in mastering basic videotape set up and production skills, if necessary.
3. Set expectations for the student teacher to videotape on a specified schedule and/or number of occasions.
4. View the videotape with the student teacher, allowing him/her to explain the effective and less effective aspects of the episode.
5. Serve as a co-evaluator/critic of the taped segment, providing suggestions for future teaching episodes.

Cooperating Teacher:

1. Secure/schedule use of videotape equipment.
2. Serve as a technical supporter for the student teacher, before, during, and after each videotaping session.
3. Independently view the videotape and create for the student teacher a list of compliments and corrections.
4. If possible, view the videotape with the student teacher; listen to the teacher as he/she explains why he/she taught and managed behavior as he/she did.

Student Teacher:

1. Develop a schedule for being videotaped and have it approved by the supervisor and the cooperating teacher.
2. Submit detailed lesson plans to the supervisor and the cooperating teacher for each of the taped lessons to be viewed and critiqued.
3. View each videotaped lesson privately and self-evaluate the instruction, noting effective and less effective teaching behaviors on a teacher assessment form.
4. Re-view the videotape in the company of the cooperating teacher and/or the university supervisor and reflect upon the constuctive comments and directives given.
5. Using the constructive comments and suggestions to plan for the next videotape episode.

A clarification of the roles of the supervisor, the cooperating teacher, and the student teacher through the adoption of a formal protocol minimizes the possibility of lapses in continuity.

This,in turn, magnifies the overall effectiveness of supervision, while at the same time minimizing the impact of variables that can lead to a negative student teaching experience.

It is the rare student teacher who can easily move on from an unsatisfactory student teaching experience to become an effective teacher. It is, therefore, the responsibility of the university supervisor to see that the prospective teacher becomes familiar with assessment terminology and expectations, and it is the duty of both this supervisor and the cooperating teacher to make sure that the student becomes comfortable with both supervisory evaluation and self evaluation. Incorporating assessment terminology and guidelines into the teaching program and supplementing this learning with an introduction to the evaluation process through videotaped lessons is not only easy and effective, but necessary to assist preservice teachers in affecting transitions to successful beginning teaching experiences.

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